

COURSE EXIT SURVEY: Analysis Report
Academic Session: 2019-2020
DEPARTMENT OF HISTORY

Semester	Programme	Course
1	B.A. (Hons.) History	History of India-I
1	B.A. (Hons.) History	Social Formations and Cultural Patterns of the Ancient World-I
1	GE for Hons.	Delhi through the Ages
1	BA (P)	History of India from earliest times up to c. 300 CE
2	B.A. (Hons.) History	History of India – II
2	B.A. (Hons.) History	Social Formations and Cultural Patterns of the Ancient World-II
2	GE for Hons.	The World After 1945
2	BA (P)	History of India c. 300-1200

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Program: B.A. (H)

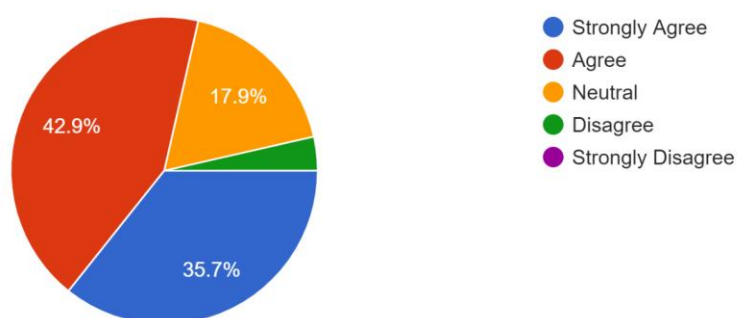
Semester:

1

Course Name: History of India-I

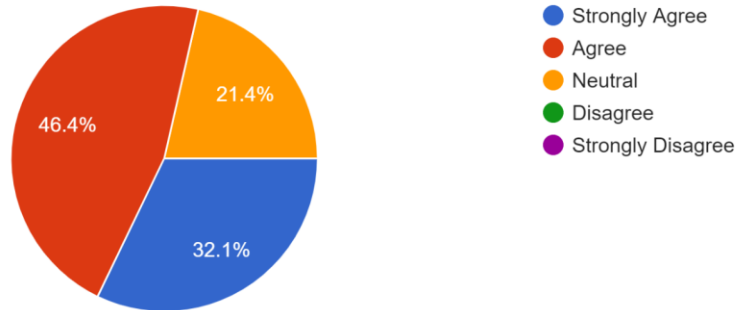
This course allowed you to understand about the idea of continuity and change.

28 responses



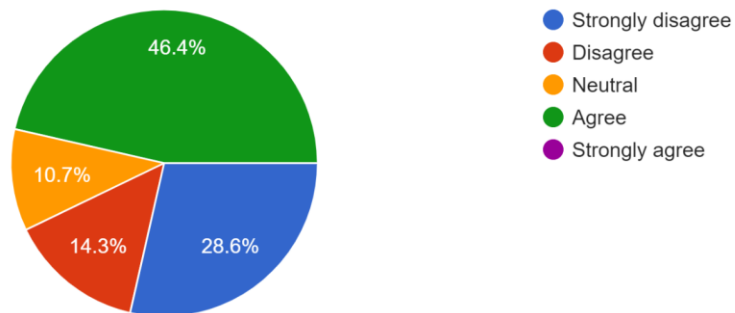
The course allowed you to gain a deeper understanding of the concept of changing notions of early Indian History.

28 responses



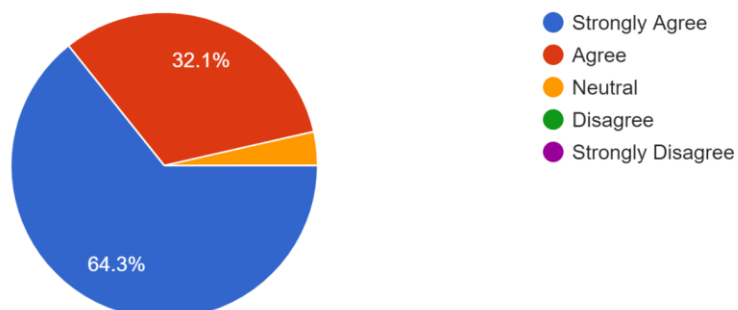
The course helped you in developing an informed understanding of the changing relationship between environment and Human growth.

28 responses



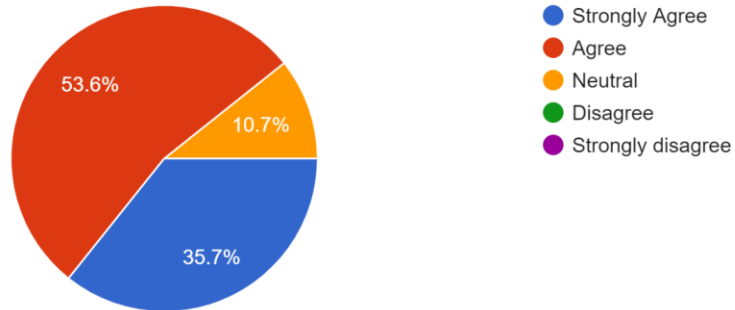
The course allowed you to understand the development of different stages of human being in relation with changing social, economic, and political dynamics.

28 responses



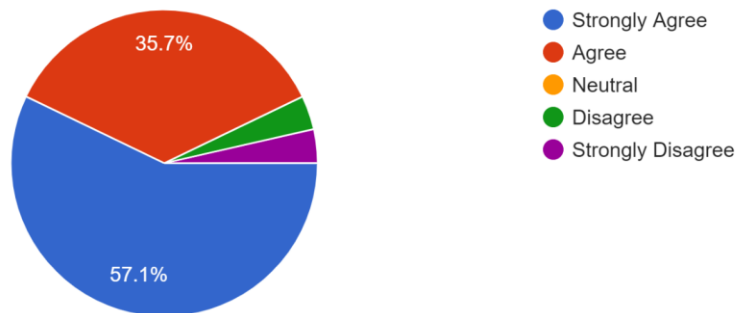
The course allowed you to gain a processed understanding of the ideas about the Aryan invasion theory.

28 responses



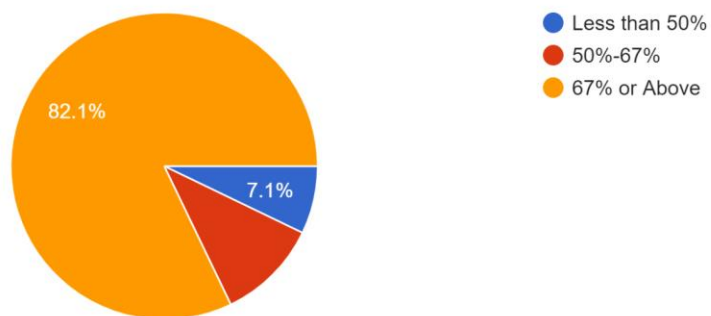
The course enabled you to understand the factors responsible for the origins and decline of Harappan Civilization

28 responses



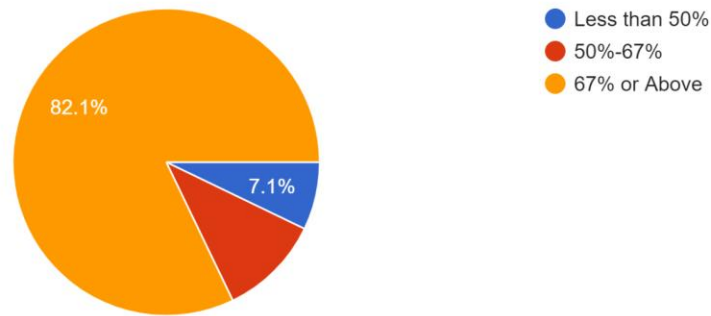
How much was your attendance in this course?

28 responses



How much was your attendance in this course?

28 responses



OBSERVATIONS

Majority of students managed to understand this course. Very few people were not able to comprehend the debate based questions.

ACTION TAKEN REPORT

Will emphasize more on debate based questions.

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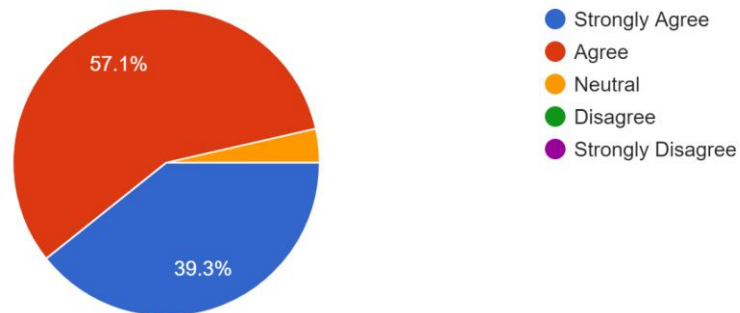
Program: B.A. (H)
1

Semester:

Course Name: Social Formations and Cultural Patterns of the Ancient World-I

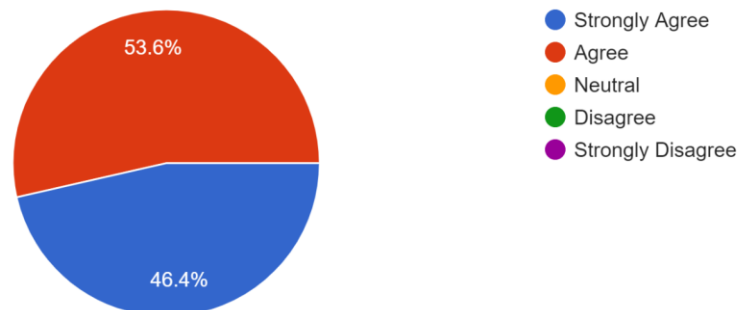
This course has allowed you to understand the relevance of Environment in Human progress.

28 responses



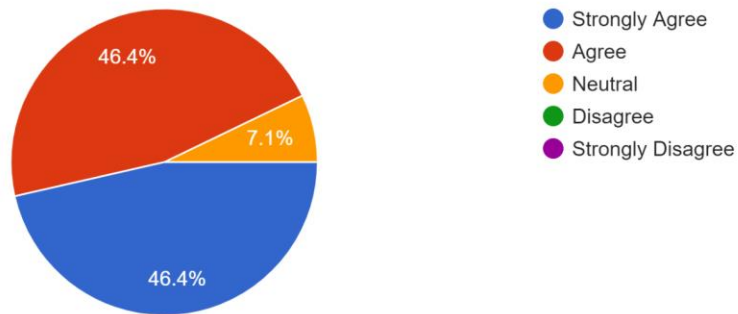
The course provided you with understanding of the interrelationship between the biological growth and cultural evolution of mankind.

28 responses



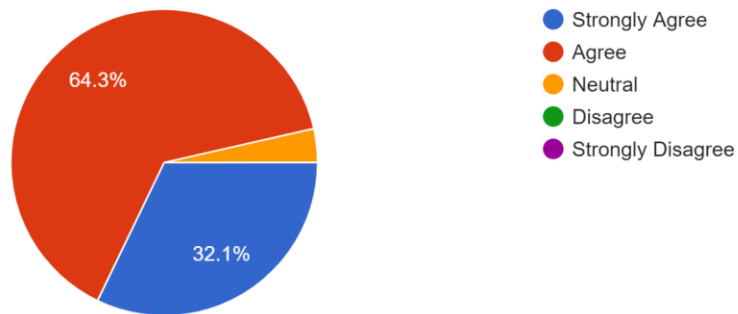
The course enabled you to understand the relevance of "Mesolithic" as a transitional phase.

28 responses



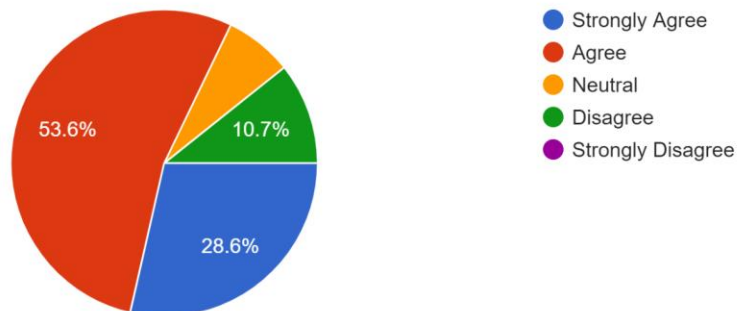
The course allowed you to understand the difference between "Neolithic" as revolutionary change or as an evolutionary process.

28 responses



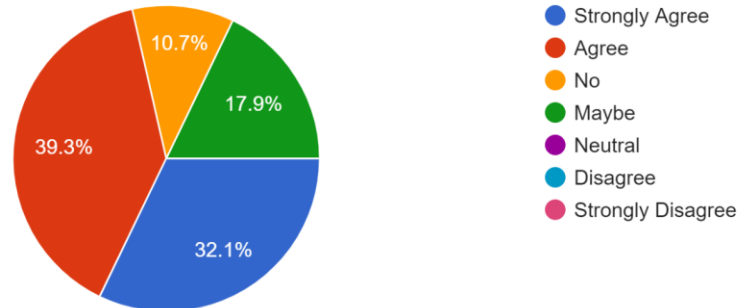
The course enhanced your understanding of the role of temple in Mesopotamian urbanization.

28 responses



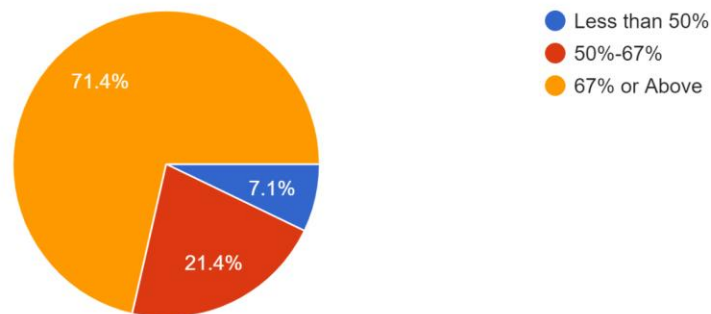
The course enabled you to understand the role of iron technology as a harbinger of change in human social progress.

28 responses



How much was your attendance in this course?

28 responses



OBSERVATIONS

Majority of students were able to comprehend the course taught.

ACTION TAKEN REPORT

Would like to make the paper more interactive

COURSE EXIT SURVEY: Analysis Report

Academic Session: 2019-2020

DEPARTMENT OF HISTORY

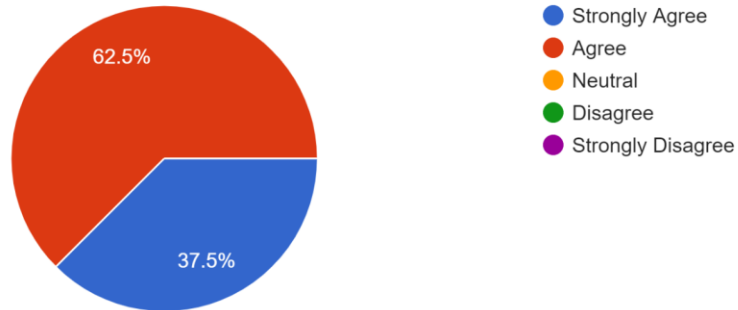
Program: B.A. (H)

Course Name: Delhi through the Ages

Semester: 1

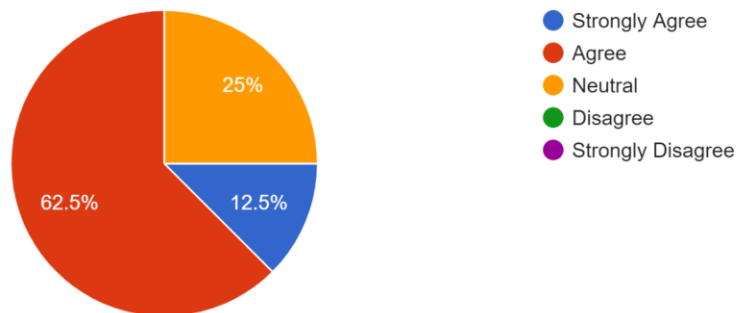
The course allowed you to understand the changes in the city of Delhi from its early inception to the twentieth century.

8 responses



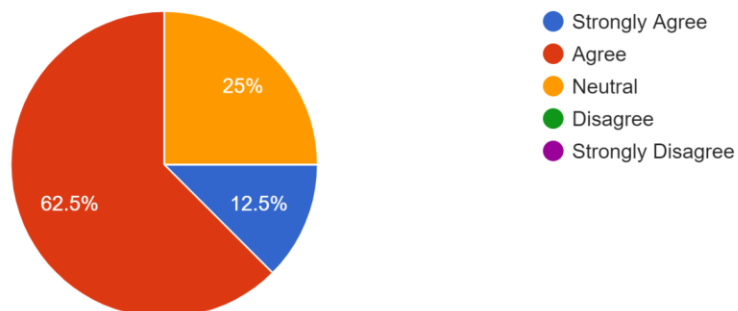
The course provided you the ability to understand analyse different kinds of sources about entire Delhi - archaeological, architectural and a variety of textual materials.

8 responses



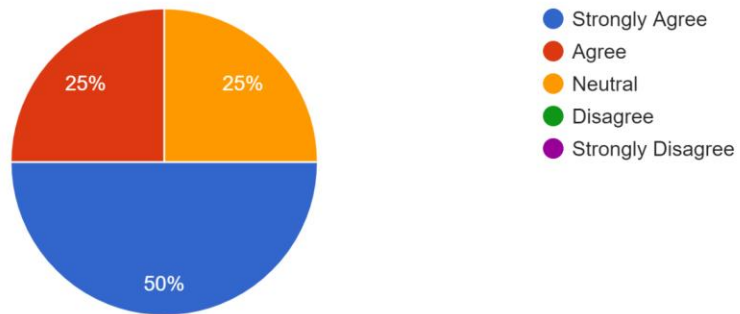
The course enabled you to understand the difficulties in appropriating narratives of the state with the history of particular localities.

8 responses



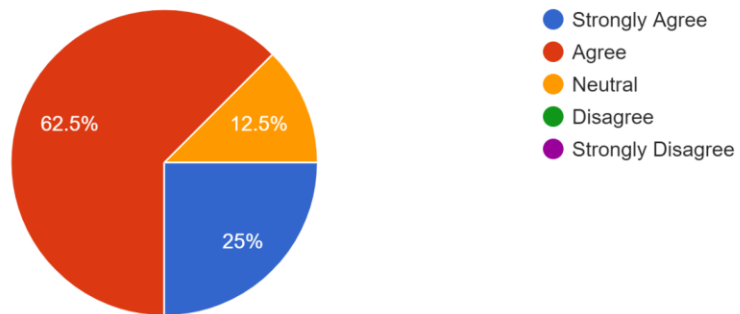
The course elucidated analyse processes of urbanization and state formation.

8 responses



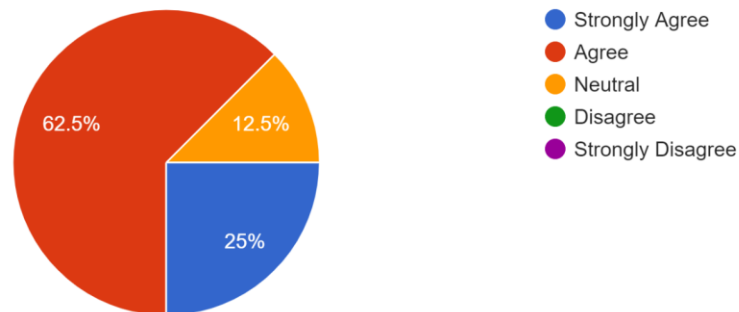
The course enabled you to understand that how the city grew into one of the largest cities in the world and was the capital of some of the great empires of its time.

8 responses



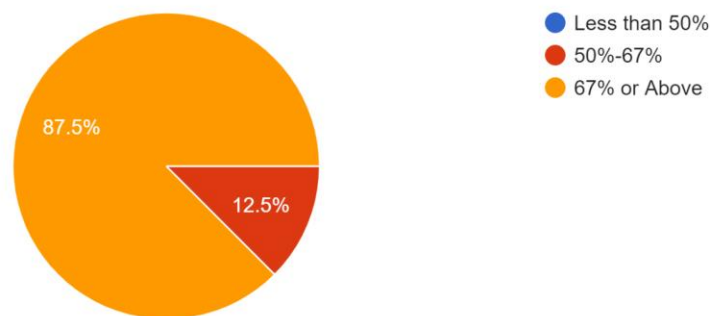
The course enabled you to understand the capital of these empires, Delhi profited from continuous immigration, state patronage and a vibrant cultural life.

8 responses



How much was your attendance in this course?

8 responses



OBSERVATIONS

The responses of students suggest that the outcomes of the course are coherent to the students. In most of the questions, majority of students have either responded with strongly agree or agree. However, some of the students may have not been completely satisfied with the articulation of a topic since they have either responded with 'neutral', 'disagree' or 'strongly disagree' option. While making suggestions and comments, most of the students indicated the problems they have faced in learning process due to online classes which restrict the ability of students and teachers to interact. Therefore, there is a need for a further qualitative feedback to interact with students and construe the problems they are facing.

ACTION TAKEN REPORT

Based on the students' feedback of the paper, further changes will be made in the learning process. Firstly, there is a need to improve interaction with students to understand their problems and improve their learning experience. Secondly, as per the needs of students, teaching method will be moulded to ensure a wholesome learning process. Feedbacks shall be obtained from students at regular intervals to evolve learning process.

COURSE EXIT SURVEY: Analysis Report
Academic Session: 2021-2022
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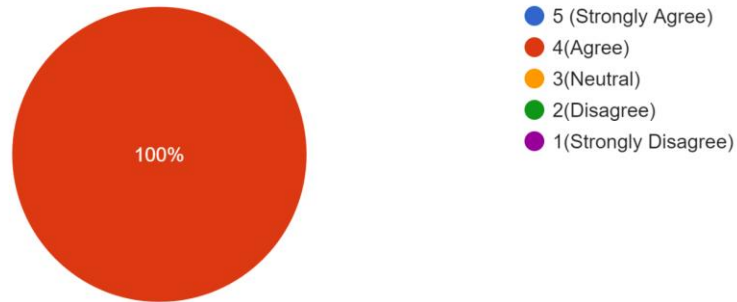
Program: B.A. (P)

Semester: 1

Course Name: History of India from earliest times up to c. 300 CE

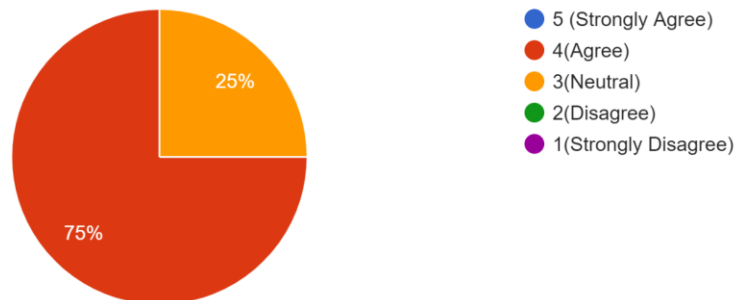
Has the course helped you to understand the utility of Historywriting discipline in India.

4 responses



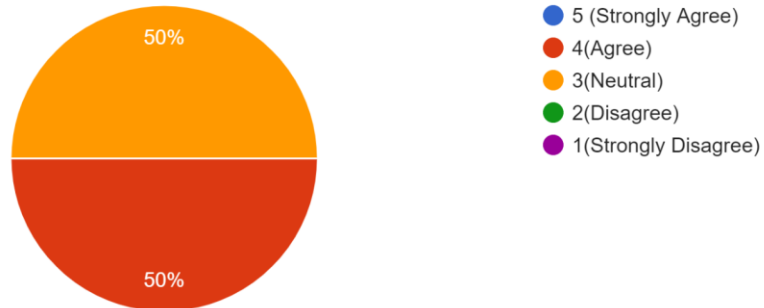
Has this course helped you to understand the relevance of environmental history to understand human development.

4 responses



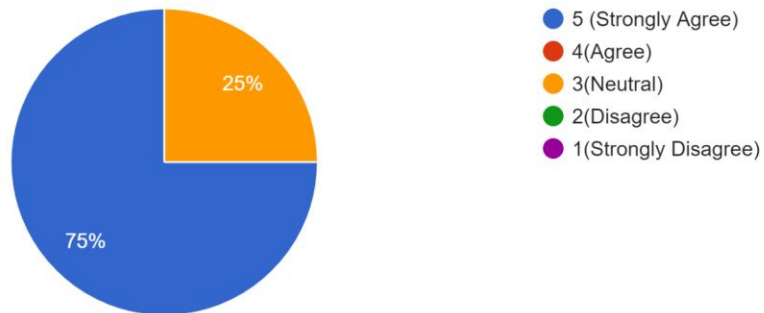
Has the course managed you to reflect upon the different stages of human growth in relation to its Concerned socio economic political changes.

4 responses



Has the course shaped your ideas about the concept of "Empire" in India.

4 responses



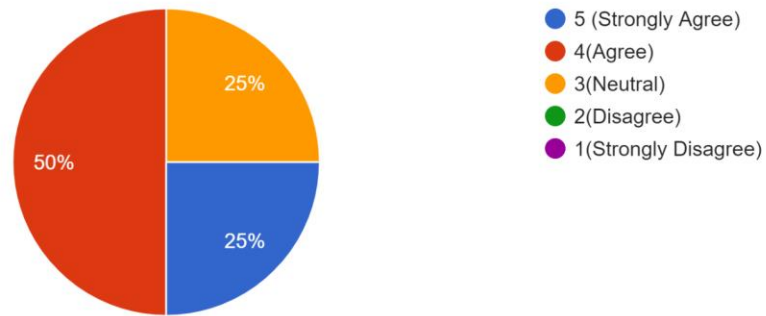
Did this course help you to understand the growth of different heterodox sects in India.

4 responses



Has this course helped you to comprehend the idea of “Goldenage” in India.

4 responses



Observations

According to the report students managed to understand basic concepts of this Paper. Majority of them comprehended it well

Action Taken Report

Topics like Heterodox sects and idea of Golden age need to give a little more attention.

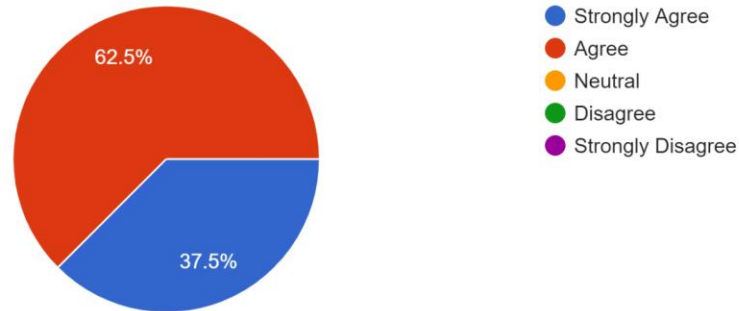
COURSE EXIT SURVEY: Analysis Report
Academic Session: 2019-2020
DEPARTMENT OF HISTORY

Program: B.A. (H)
2

Semester:

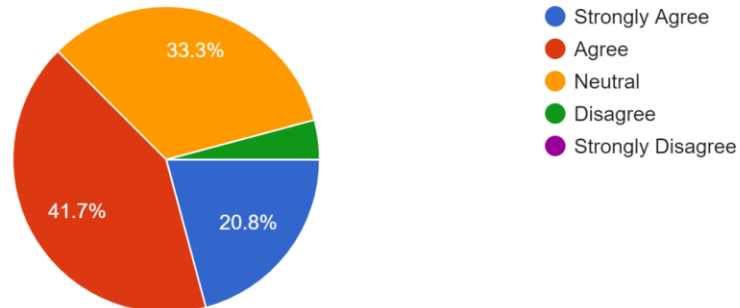
Course Name: Core Course 3: History of India-II

This course allowed you to understand the utility of History writing discipline in India.
24 responses



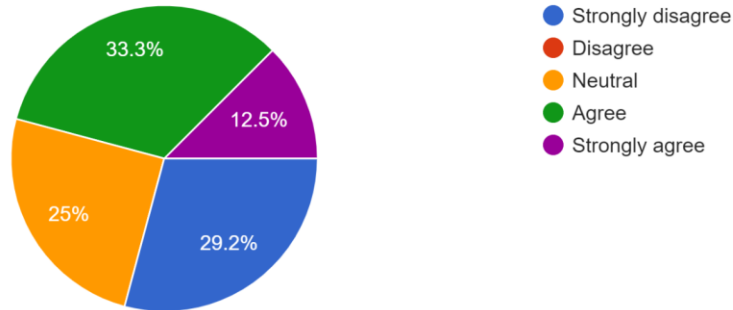
The course allowed you to gain a deeper understanding of the the relevance of Metal economy during Kushana Age.

24 responses



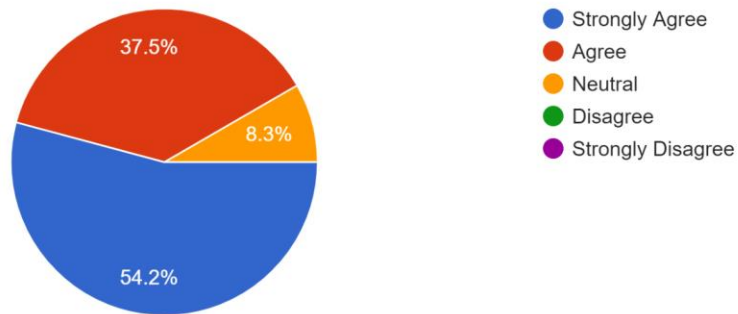
The course helped you in developing an informed understanding of the different stages of human growth in relation to its Concerned socio economic political changes.

24 responses



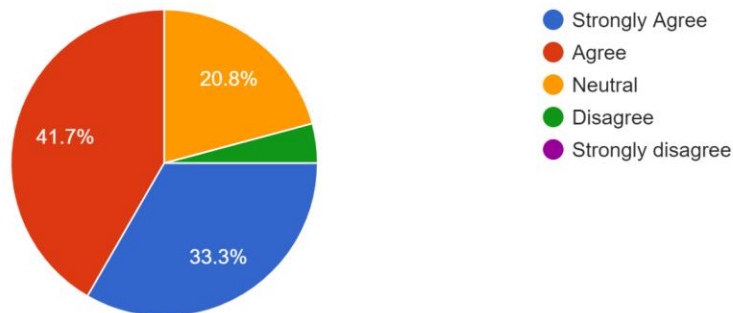
The course allowed you to understand the the concept of "Empire" in India.

24 responses



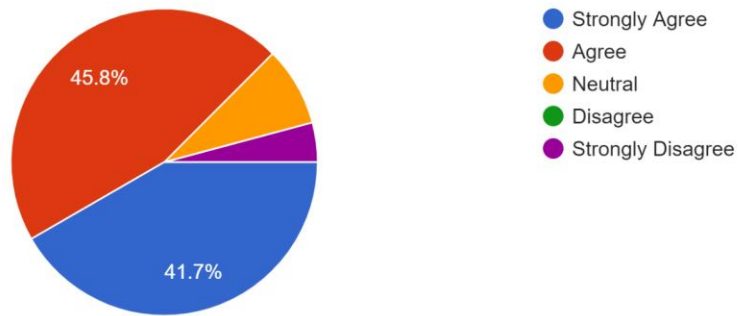
The course allowed you to understand the growth of different heterodox sects in India.

24 responses



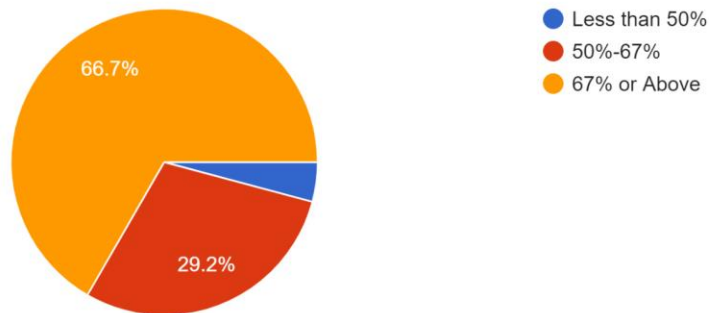
The course enabled you to understand the idea of "Golden age" in India.

24 responses



How much was your attendance in this course?

24 responses



OBSERVATIONS

Majority of students responded well and understand this paper. Few could not comprehend the relationship between different historical processes.

ACTION TAKEN REPORT

Will focus upon the idea of interrelationship between different historical processes

COURSE EXIT SURVEY: Analysis Report
Academic Session: 2019-2020
DEPARTMENT OF HISTORY

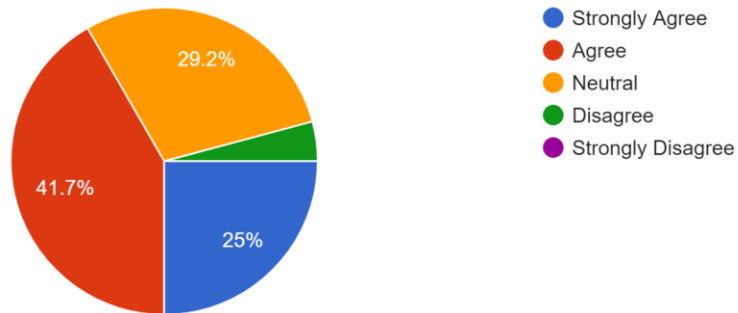
Program: B.A. (H)

Semester: 2

Course Name: Social Formations and Cultural Patterns of the Ancient and Medieval World-II

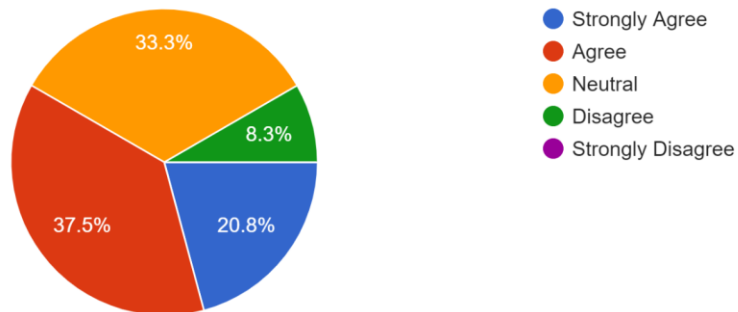
This course has allowed you to understand the main historical developments in Ancient Greece and Rome.

24 responses



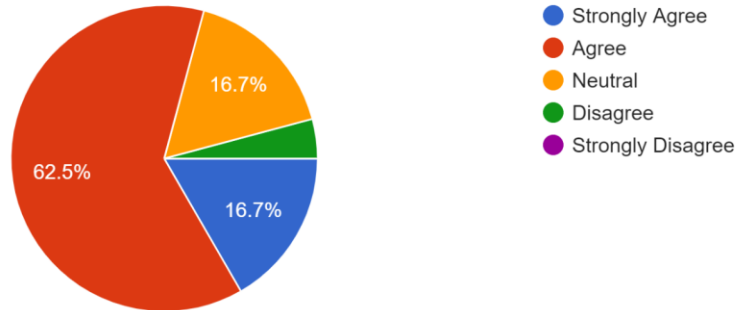
The course allowed you to gain an understanding of the restructuring of state and society from tribe-based polities to those based on territorial identity and citizenship.

24 responses



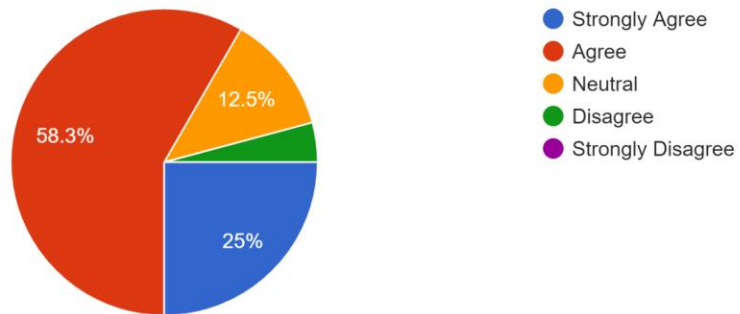
The course enabled you to understand the emergence and institutionalization of social hierarchies and marginalization of dissent.

24 responses



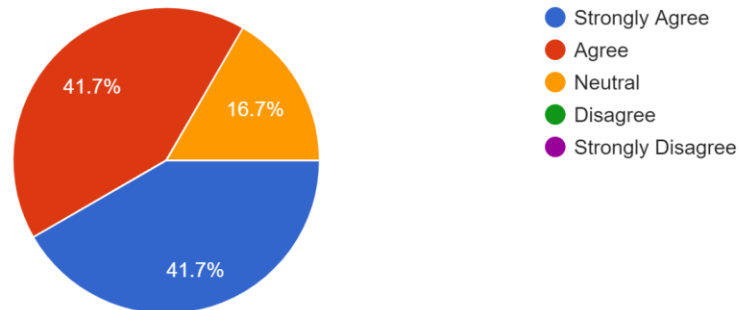
The course allowed you to understand the trends in the medieval economy.

24 responses



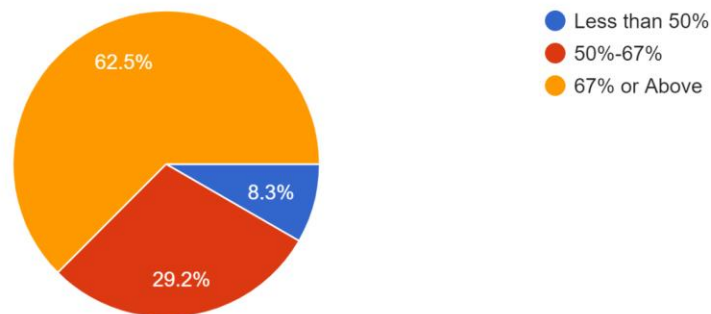
The course enhanced your understanding the role of religion and other cultural practices in community organization.

24 responses



How much was your attendance in this course?

24 responses



Observation: More than 85% students admitted that the course was able to fulfill the objectives and it helped to understand the various historical trends in the Ancient and Medieval worlds.

The following observations could be helpful for more effective measures to achieve the goal.

1. 83.3% students accepted in the survey that course helped them to understand the historical developments in Ancient Greece and Rome, while 16.7% opted for a neutral option.
2. 88.9% agreed that they received an understanding of the restructuring of state and society from tribe-based polities to those based on territorial identity and citizenship, 5% opted for neutral and 5% showed their disagreement.
3. 6% students stated that the emergence and institutionalization of social hierarchies and marginalization of dissent was not very clear.
4. 3.6 % students disagree that the course couldn't explain the trends in the medieval economy.

5. 5% student opted for neutral option for the question that course helped them to understand the role of religion and other cultural practices in community organization, while other agreed with the fact that course able to fulfill the objective.
6. 11.1% admitted that they had less than 50% attendance for this course.

Action Taken Report: The feedback given by the students were analyzed and suitable action was taken to so as to satisfy the expectation of the students. This helped us to improvise our teaching as per the expectation of the students. Students were encouraged to improve their attendance in the classes.

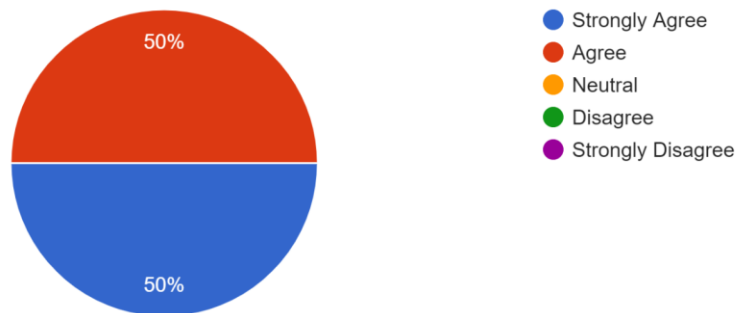
COURSE EXIT SURVEY: Analysis Report
Academic Session: 2019-2020
DEPARTMENT OF HISTORY

Program: B.A. (H)
Course Name: GE Sem 2 World After 1945

Semester: 2

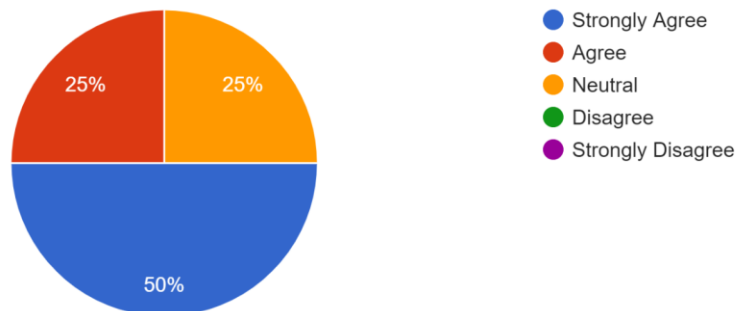
The course allowed you to understand with broad trends in politics, society and culture in the latter half of the twentieth century and the early part of the twenty first century.

4 responses



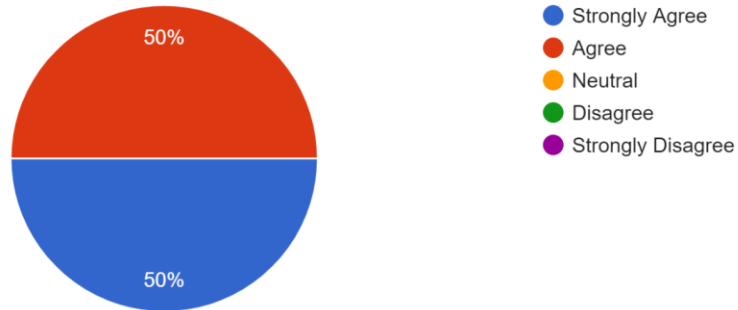
The course enabled you to understand that how to develop acritical understanding of globalization with its diverse implications across continents.

4 responses



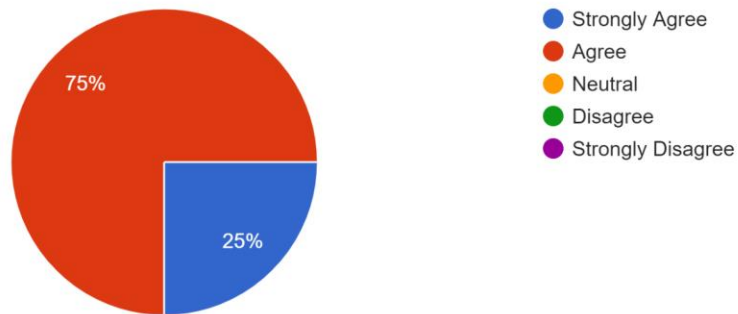
The course enabled you to understand the historical processes that led to the dismantling of older powers and the formation of new political and cultural regimes.

4 responses



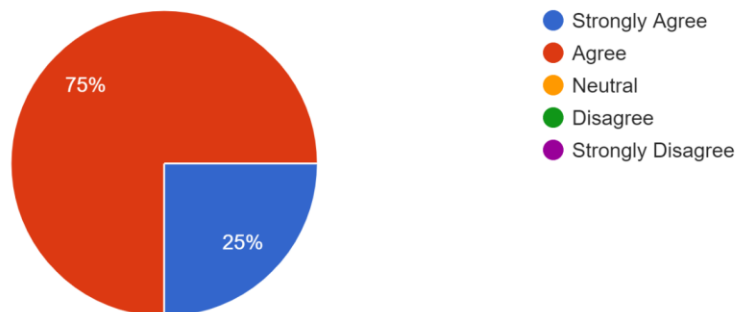
The course elucidated the processes of Decolonisation and politics during Cold War era.

4 responses



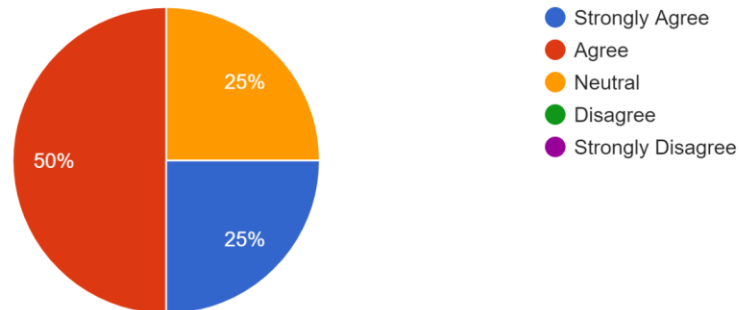
The course provided you the ability to understanding of the evolving polities, societies and cultures of an increasingly global world.

4 responses



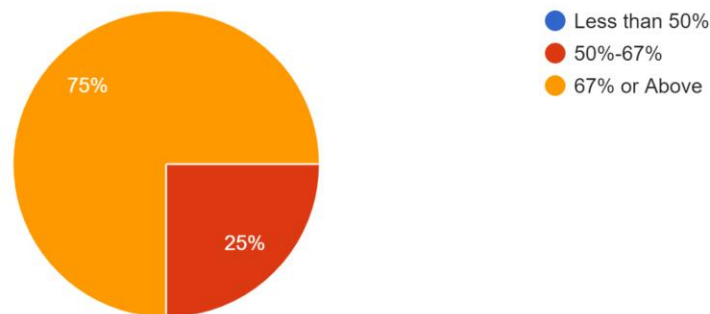
The course enabled you to understand the emergence of the new social movements challenging these regimes and the move towards unipolarity by ...tury constitute important themes of study for all.

4 responses



How much was your attendance in this course?

4 responses



OBSERVATIONS

The responses of students suggest that the outcomes of the course are coherent to the students. In most of the questions, majority of students have either responded with strongly agree or agree. However, some of the students may have not been completely satisfied with the articulation of a topic since they have either responded with 'neutral', 'disagree' or 'strongly disagree' option. While making suggestions and comments, most of the students indicated the problems they have faced in learning process due to online classes which restrict the ability of students and teachers to interact. The attendance of students further indicate that the percentage of students who faced problems in understanding overlaps with their attendance as well. Therefore, there is a need for a further qualitative feedback to interact with students and construe the problems they are facing.

ACTION TAKEN REPORT

Based on the students' feedback of the paper, further changes will be made in the learning process. Firstly, the reduction of COVID-19 cases will eliminate the communication barriers allowing students to be more inquisitive and responsive. Secondly, as per the needs of students, teaching method will be moulded to ensure a wholesome learning process. Feedbacks shall be obtained from students at regular intervals to evolve learning process.

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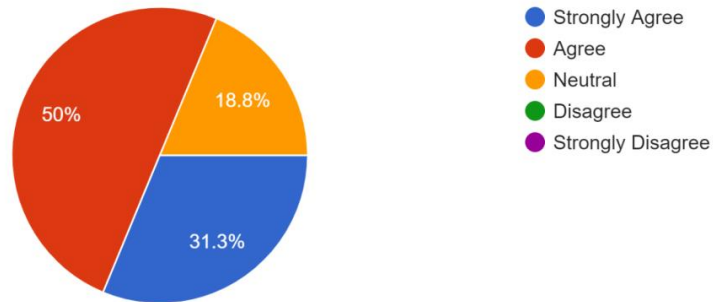
Program: B.A. (P)

Semester: 2

Course Name: History of India c. 300-1200

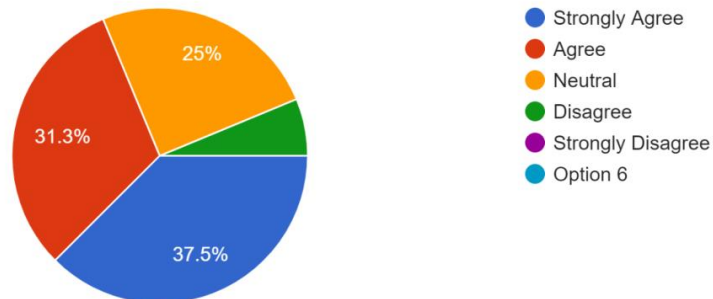
Discuss the various historiography trends writing early medieval India.

16 responses



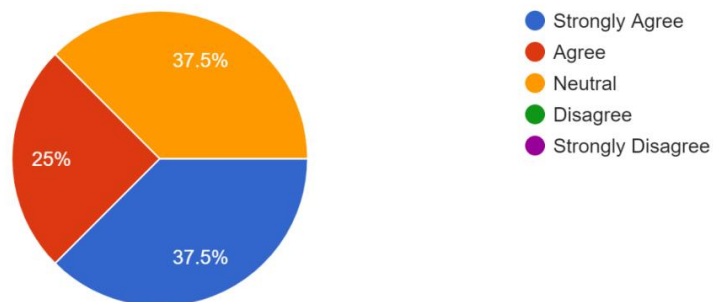
Discuss the political and cultural relationships between the Gupta and Vakatas rules.

16 responses



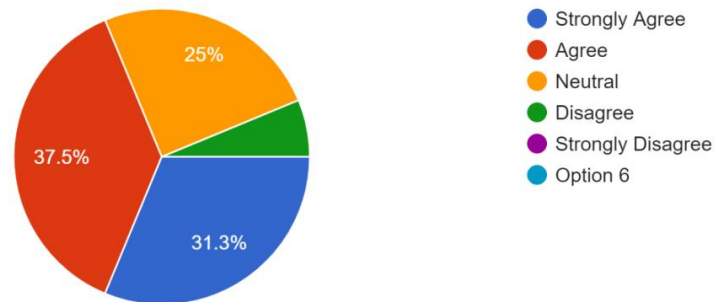
Underline the socio-economic changes from AD Sixth to Eight century.

16 responses



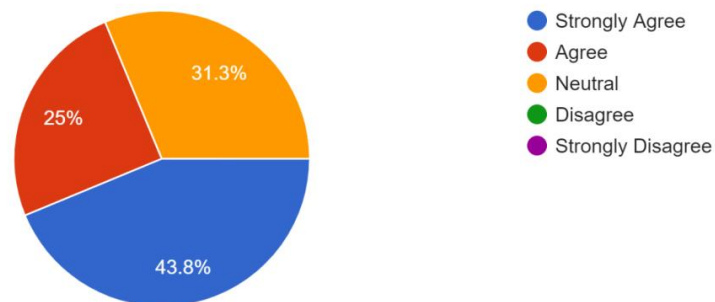
Write an essay on the Art and Architecture of the Pallavas.

16 responses



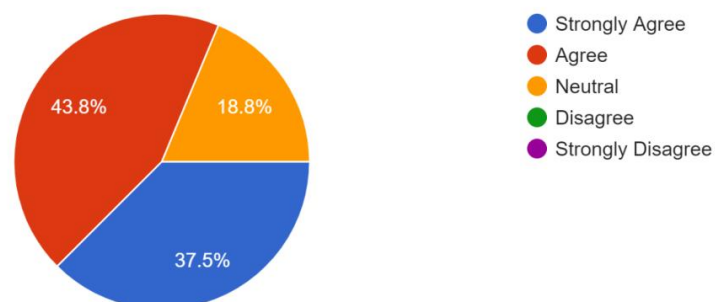
Underline the changes in the policy, economy, and society during the post Gupta period.

16 responses



Describe the political and cultural achievements of Harshvardhan

16 responses



Observations

Action Taken Report

1. 31.3 % & 50 % students have understood this topic and very few% of students are neutral. So from next time will try to make my lecture more interesting so that students can absorb and retain the information.
2. In this unit 37.5% & 31.5 % of students have understood and they are agree and strongly agree but 25% of students are Neutral. I will try to make my lecture more interesting so that these students can absorb and retain the information.

- 3. In this unit 37.5% & 25 percent of students are agree and strongly agree but 37.5 % students are neutral. I will try to make my lecture more interesting so that students can absorb and retain the information.**
- 4. In this unit 37.5% & 31.3 % students are agree and strongly agree but 25 % students are neutral. I will try to make my lecture more interesting so that students who have not understood can absorb and retain the information.**
- 5. In this unit 43% & 25 percent of students are agree and strongly agree but 31.3 % students are neutral. I will try to make my lecture more interesting so that students can absorb and retain the information to improve their writing skill and write good answer in next examination.**
- 6. In this unit 43% & 37.5 percent of students are agree and strongly agree but 18.87 % students are neutral. I will try to make my lecture more interesting so that students can absorb and retain the information to improve their writing skill and write good answer in next examination.**

